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BULLETIN TO THE SCHOOLS

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TV Instruction Program Inspected

April 1957

VOLUME 43
NUMBER 8

THE UNIVERSITY OF THE STATE OF NEW YORK

Educ dept

THE UNIVERSITY OF THE STATE OF NEW YORK

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With years when terms expire

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JAMES E. ALLEN, JR., Ed. M., Ed. D., LL. D.

Deputy Commissioner of Education

COVER: "Bus Stop" by Norman Rockwell. Courtesy of Massachusetts Mutual Life Insurance Company

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

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UNIVERSITY OF THE STATE OF NEW YORK PRESS

The University of the State of New York

Bulletin to the Schools

VOLUME 43 APRIL 1957 NUMBER 8

Voluntary Registration Plan Approved

Nonpublic Nursery Schools, Kindergartens Can Participate In Accrediting System under New Regulations

A VOLUNTARY PLAN FOR REGISTRATION by the State Department of nonpublic nursery schools and kindergartens was announced by Dr. James E. Allen, Jr., Commissioner of Education, following approval by the Board of Regents at its March 1 meeting. The Regulations of the Commissioner of Education were amended to set up an accrediting system designed to maintain high standards in the areas of nursery school and kindergarten education.

For many years the Education Department has been unable to exercise effective leadership in supervising programs for young children, particularly in the case of those nonpublic nursery schools and kindergartens having no connection with well-established and recognized institutions of learning. The new registration proposal will go into effect immediately. Application forms for registration were being prepared to be made available from the Division of Elementary Education.

The major provision of the new Commissioner's Regulations may be outlined as follows:

A nonpublic nursery school and/or kindergarten of a satisfactory standard will be registered by the New York State Education Department upon its having fulfilled the Department's requirements for such registration. It will remain registered as long as it meets those requirements. In order to be registered a nonpublic nursery school or kindergarten shall present satisfactory evidence of the following:

a. A satisfactory building or satisfactory rooms for the conduct of its program
b. Satisfactory facilities and equipment for its indoor and outdoor educational program
c. Teachers whose training is substantially equivalent to that required of teachers engaged in similar work in public schools
d. A curriculum which adequately provides for the physical, mental and emotional development of the pupils
e. A teacher-pupil ratio at each age level as will permit an adequate educational program
f. Adequate provision for parent cooperation
g. No pupils under three years of age
h. An age of entrance for both nursery school and kindergarten which is within one month of that required by the local public schools
i. A yearly term substantially equivalent in length to that required of the public schools

In his announcement Commissioner Allen said:

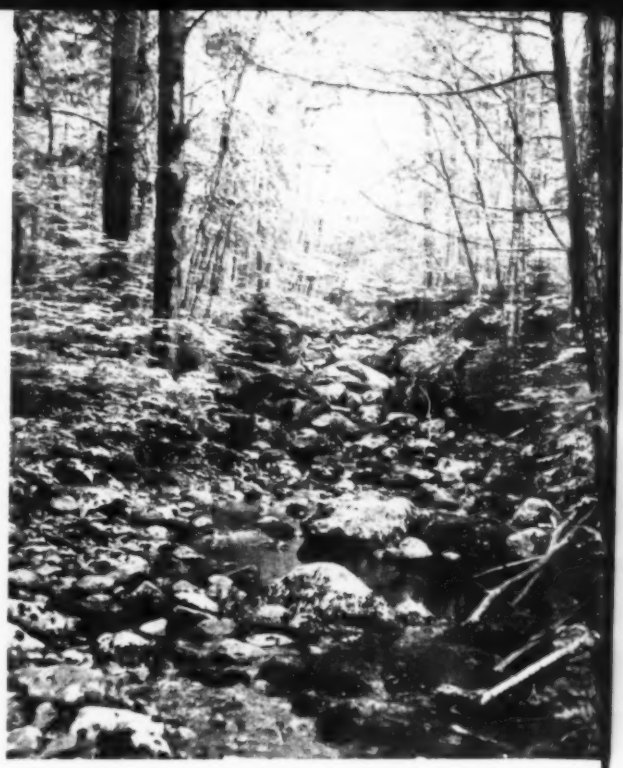
The new voluntary registration plan provides the Education Department with the opportunity it has sought for many years to exercise educational leadership in the development of educational programs that safeguard and insure the safety, the health and the educational welfare of children.

It is believed that the prestige of a registered list of schools which have been approved by the State Education Department according to high standards will guide parents in protecting children from

(Concluded on page 293)

Proclamation!

Arbor and Wildlife Day



NO OTHER PEOPLE HAVE been more bountifully endowed by nature in rich and available resources than the people of the United States. Our present adult generation, however, has learned the lessons of wise resource-use the hard way. Today much of our natural wealth is already gone and can never be replaced. There is no "road back" if topsoil is washed away because the land has been denuded of its trees, or if the last whooping crane or trumpeter swan should be destroyed.

Redress for the pillage of our natural resources rests upon wise conservation education. If Americans continue to waste the lavish gifts of the earth without giving back and conserving, the generations to come will suffer and there will be a progressively lower standard of living. That is what has happened in other parts of the world where natural resources have been destroyed through ignorance or greed.

In New York State we are blessed with the joint ownership, in addition to our private properties, of approximately 3,500,000 acres in State forests, parks and Forest Preserves. This heritage can be protected and extended if proper attention is given to good conservation practices and to wise resource-use.

The setting aside of special days calling attention to the richness of our physical resources in field and forest, stream, soil, minerals and wildlife has done a great deal to sharpen our interest in conserving unrenewable resources and in encouraging us to renew those that can be replaced, both for ourselves and for the generations to follow.

I am pleased, therefore, that I, as Commissioner of Education, have both the privilege and the respon-

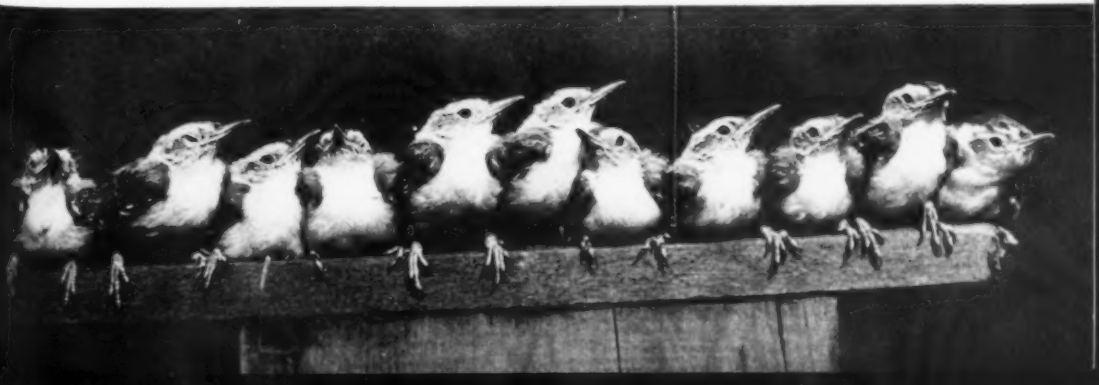
sibility of declaring each year a day in the spring as Arbor and Wildlife Day and of calling upon our public and private schools to give special emphasis to the preservation of our forests and wildlife upon that day or upon an alternate day appropriate to the section of the State and the schedule of the school to be established by local school authorities. It will be good if our children and young people present programs highlighting the gifts nature has bestowed upon all of us; if they will discuss the values of humaneness in our hunting, fishing and trapping practices; show why wildflowers and songbirds should be protected; explain how our waterways are preserved by the forests, and present the whole magnificent story of the balance of nature and our part in helping to maintain it. It will be better, if in addition to all this, our schools go into action to plant new trees, clean up roadsides and engage in many concrete conservation practices. It will be still better, if in addition to programs and tree plantings our schools will carry on conservation education throughout the year, interrelated both to sciences and to citizenship education programs.

A special opportunity is presented this year due to the lateness of Easter vacation to have the observance include all the community interests. Special programs may also be held in the schools at subsequent times in keeping with school schedules.

I, therefore, James E. Allen, Jr., do declare April 26, 1957, as Arbor and Wildlife Day and call upon the teachers and all the citizens of the State to make this day a symbol of appreciation of our natural resources which will lead to improved conservation practices on the part of the oncoming generation.

James E. Allen, Jr.

Commissioner of Education



Public Responsibility Urged for Colleges

Commissioner Allen, at Buffalo Convocation, Declares Higher Education Should Be Concern of All Citizens

PUBLIC RESPONSIBILITY FOR THE SUPPORT of higher education was urged by Commissioner of Education James E. Allen, Jr. in an address at the convocation of the University of Buffalo, February 22. Comparing the position of higher education today to that held by secondary education a century ago, the Commissioner called a college education in this jet-propelled, atomic 20th century the "minimum preparation for the fullest exercise of citizenship."

Since all citizens will share in the benefits of the maximum development of the abilities and talents of all, the problem of expanded higher education must be of public concern, Dr. Allen said.

Emphasizing the fact that this public responsibility encompasses all higher education and is not limited to public institutions only, the Commissioner declared: "The private college and university is a necessary and vital part of our system of higher education and, as such, must be considered as a part of the whole responsibility which the public must bear." Each type of institution has its own unique contribution to make and both are necessary to meet the varied needs of individuals and of society, he explained.

The Commissioner continued:

> The present attainments and the future plans for your own University of Buffalo as shown in the reports of the chancellor and of the treasurer are characteristic of the type of progress which justifies and gives real promise of fulfillment for our hopes for higher education. The support which is given to the university by the people of the city of Buffalo is an inspiring example of the public responsibility for higher education of which I have been speaking. In the past the citizens of this area have been particularly sensitive and alert to their responsibility in furthering the progress of the university and I am confident that they will continue to recognize the university's problems as theirs and do their full part in arriving at solutions.

Development of plans for the wisest use of the potentialities of both public and private institutions now under consideration by the State Education Department in cooperation with the colleges and universities of the State, the initial statement of findings resulting from this planning issued by the Board of Regents in December and the Regents' recommendations for accelerating the development of a statewide pattern of two-year community colleges are the first steps toward meeting the needs of higher education presently being undertaken in New York State.

Action on these plans will not come without the enthusiastic support of an informed public, Dr. Allen said. He added that "the time has come when the title of university or college trustee should be extended to include all the people and each individual should accept the responsibilities which are inherent in the title."

Cautioning against any sacrifice in quality resulting from the rapid and extensive expansion necessary, Dr. Allen stressed the primary importance of providing a sufficient supply of good teachers. Present estimates indicate that during the next decade the average annual need for new faculty members in the colleges and universities of the State will be 2,200, or more than three times the average need of recent years.

To aid in recruitment of new teachers, Dr. Allen noted, the Board of Regents recently recommended establishment by the State of 250 annual grants of up to $2,500 based on need and merit, good for two years, to enable New York State residents to attend any university in the State offering doctorate degrees and having special and approved provisions for the academic training of college teachers. A bill to implement this recommendation was introduced in the session of the Legislature just closed.

In addition to such specific plans, the influence of professors, alumni and the general public in encouraging young people to consider college teaching as a profession cannot be underestimated, the Commissioner said.

In the matter of adequate salaries, Dr. Allen quoted Beardsley Ruml in his estimate that a scale of $15,000 to $30,000 for liberal arts college teachers would be required to restore the relative economic level they occupied 50 years ago. As a means of holding those teachers already in the profession, a sharp upgrading of salaries is necessary if teaching is to hold its own against the sharp competition of the higher salaries of business and industry, he said. Good working conditions and an atmosphere of academic freedom, where experimentation is encouraged and scholarship is respected, are likewise essential for holding good teachers.

Since student enrollments will crowd our institutions before there has been time enough to staff the classrooms adequately, Dr. Allen called attention to the mandatory need for making the best possible use of the teaching power now available, which may involve revamping of curriculums, use of television, larger classes, reassignment of nonteaching functions now burdening teachers, and reexamination of traditional policies in regard to use of faculty.

In conclusion the Commissioner declared:

> To summarize then — it is the hope of all who are concerned for the future of higher education that attention to the three areas of the problem of teacher supply — recruitment, retention and wise use — will result in an adequate number of good college teachers for the expansion to come; that this adequate number of good teachers coupled with the adequate growth of plan and physical facilities will result in an expanded program with no sacrifice of quality; that this maintenance of quality with sound, orderly, economical expansion will justify public support already given and serve as a basis for even fuller and more generous support for the future.

State Open House Week Proclaimed

GOVERNOR AVERELL HARRIMAN HAS set aside the week of April 29 through May 5 to permit the observance of State Open House. He has proclaimed the period to be used to invite the public to see for itself the many different operations of State Government — to "bring the people closer to their State Government."

Dr. James E. Allen, Jr., Commissioner of Education, has written all superintendents of schools that the State Education Department is glad to cooperate in this program. He suggested that since "our schools comprise a very important part of these activities" all school systems in the State join in the observance.

After offering ideas on how the schools might participate, Commissioner Allen announced that the State Education Department itself will set up a display in the Rotunda of the State Library to explain to the public some of the operations of the Department.

U. S. Funds To Aid State School Research

CREATION OF A SERIES OF IMPROVED yardsticks by which local school district administrators can measure the quality of their educational programs is the aim of the New York State Education Department under a grant of $117,000 received from the United States Office of Education, according to Dr. James E. Allen, Jr., Commissioner of Education. The fund, supplemented by money from the Department's research appropriations, will be used to study school evaluation methods and to develop improved methods of measuring the results of education.

A project director to be selected will work under the general supervision of Dr. Donald H. Ross, Coordinator of Research and Special Studies in the State Education Department. Additional specialists in educational measurements and evaluation will serve as consultants and assistants.

The new study will have national implications because of widespread public and professional concern with school system quality, Commissioner Allen said. It is expected that other interested States in the Northeastern area will be invited to participate with New York in the study.

Commenting on the opportunity to help local schools improve the quality of instruction, Dr. Allen stated:

> We want to make better administrative tools available to the school boards and superintendents of this State in order that they can be most effective in achieving their educational goals. Our intent is to give assistance to scientific method in school management on the local district level. We hope this research will result in helping local school administrators, school board members and interested citizens to answer for themselves the question, "How good are our schools?"

Commissioner Allen explained that while great variation in terms of quality and areas of emphasis is known to exist within given school systems, the amount of this variation and its causes are not so well known. He continued:

> There is widespread public and professional interest in obtaining educational "benchmarks." Attention has been focused on finding the relative effectiveness of efforts being made to improve educational quality. While there is a great deal of evidence already accumulated to show that schools today are more effective than schools of the past, the provision of a series of benchmarks may be very helpful to communities wishing to know how their local schools are developing.
>
> In planning the project, we assume there is the same need for quality-control devices in educational management that there is in business management. While the nature of the operations in school and industry are obviously different, and the methods for assessing relative effectiveness must be similarly different, the need still remains for schools, like industry, to find methods of knowing how well operations are proceeding.

Ever since his appointment as Commissioner of Education, Dr. Allen has emphasized the need for maintaining and improving the quality of education. The Department has already engaged in preliminary studies of school record systems, testing procedures and observation devices which might be used in school evaluation in connection with the new project. In the immediate future, the Department hopes to develop better ways of summarizing achievement test results, to construct new testing procedures in areas now inadequately covered and to formulate descriptive devices to show how schools are meeting commonly accepted objectives.

From the point of view of long-term research, the Department plans to seek relationships between school system qual-

ity and items which are assumed to determine such quality. For instance, there is some evidence to support the idea that the levels of adult understanding on educational issues determines to some degree the kinds of school programs communities will have. If this condition is shown to be true on a general scale, a promising and inexpensive route is opened whereby every community can improve the conditions under which their schools are developing, the project leaders believe.

Among the data to be collected in this survey are pupil achievement test results, measures of pupil potential, including mental and physiological growth, information about school communities and financial support, and descriptions of methods of teaching, and school organization. The outcomes of this study are expected to include some new testing instruments, pamphlets for school administrators on quality control methods, and study documents for lay committees concerned about education.

This project has been under consideration of the State Education Department for a considerable time. Research money from State sources had already been earmarked for this study. With the new support to be obtained from Federal sources, it will be possible for the project to move along much more rapidly than anyone had thought possible several months ago. The Federal assistance of $117,000 is to be disbursed over the next 15 months.

School, Civic Leaders See TV Classes

CLASSROOM INSTRUCTION BY TELEVISION was demonstrated to two groups at the State University College for Teachers at Albany on February 26 and 27. Superintendents of schools and principals of the Albany area watched the demonstration the first day, and State officials, legislators, representatives of newspapers and television stations witnessed the second day's programs.

"Television will never take the place of the teachers," said Dr. James E.

WATCHING television receivers in the lounge of Richardson Hall, State University College for Teachers at Albany, superintendents and principals see and hear a teacher instruct pupils in several classrooms via closed-circuit television.

WINTER — a new word for third graders — is spelled out to pupils in several rooms by Marion Sortore of State University Teachers College at Brockport.

Allen, Jr., Commissioner of Education, at the conclusion of the second demonstration, "but it can help the teacher do a better job and reach many more people."

This was the consensus of other speakers and of those presenting the demonstrations. Teachers reported that the television technique spurred them to more thorough preparation than regular classroom teaching. Pupils said they liked the new method. Particularly did students in teacher-training programs regard television as an improvement over other ways of observing teaching methods.

Group Watches Teaching

The demonstrations of instructional television were conducted by the State Education Department under the direction of Francis E. Almstead, Special Consultant to the Commissioner for Educational Television. About 90 were present on February 26, and 60 the next day.

Seated before television receivers in Brubacher Hall of the State University College for Teachers, the school people and State officials watched teachers give instruction to several classes at once, with a free flow of questions and answers between the classrooms, all made possible by closed-circuit television receivers and a two-way audio system.

Classes in third grade spelling were taught on February 26 by Marian Sortore, associate professor at State University Teachers College at Brockport. Pupils from Bethlehem Central School in Delmar were seated in several classrooms in Richardson Hall a mile or so away and the programs were transmitted by microwave. Raymond Graf, English teacher of Levittown, taught seventh grade English classes, assisted by James Reilly, chairman of the English department at Levittown, and Alan Chasnov, biology instructor of Levittown, taught classes in 10th grade biology. The Levittown schools and the Albany and Brockport colleges are cooperating in the experiment in instructional television being conducted this year by the Education Department.

Techniques Explained

Robert C. Rowe, consultant in educational television for the Department, directed the lessons, selected the camera

shots and operated the controls. Dr. Edward Sabol, associate in educational research, is coordinator of the State college project for the Education Department.

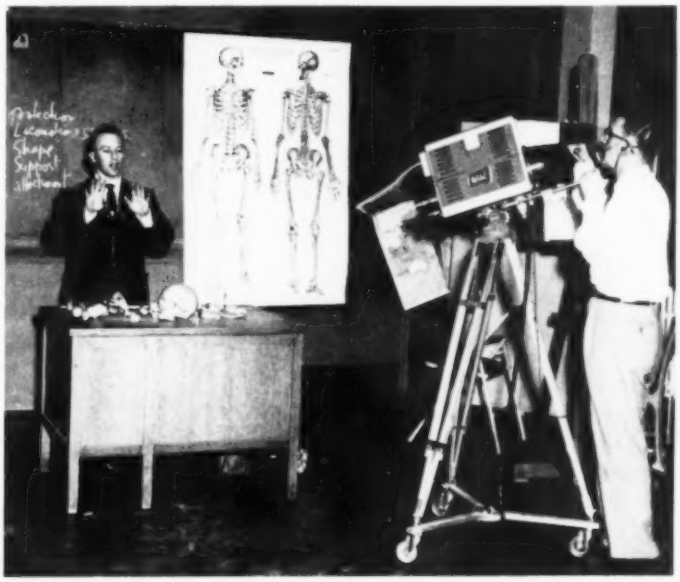
Prior to these classroom activities, Mr. Almstead explained the techniques of instructional television at each session. Speaking at Brubacher Hall at the first demonstration, Frederick A. Morse, Secretary to the Commissioner for Regents' Affairs, welcomed the guests. From Richardson Hall, Dr. Evan R. Collins, president of the college, and Dr. Hugh M. Flick, Executive Assistant to the Commissioner, were seen and heard at Brubacher Hall by television receivers and speakers.

It was through the pioneering leadership of the Board of Regents in the field of educational television since 1951, the speakers pointed out, that the Federal Communications Commission allocated ultra-high-frequency channels to New York State. The Regents have chartered three local television councils for educational programs, and this year the Regents' plan for an experimental program received the approval of Governor Averell Harriman and the Legislature and an appropriation of $200,000 was granted.

Equipment Inspected

Commissioner Allen and President Collins were the speakers at the second demonstration. A lesson in college accounting was taught by Dr. Milton C. Olson, professor of commerce at the college, to students in four viewing rooms. Dr. Reno Knouse, professor of commerce, directed the lesson and operated the controls. Again the receivers at Brubacher Hall showed the lesson that the students were viewing.

A luncheon program followed each day's demonstration. Dr. Warren W. Knox, Assistant Commissioner for Instructional Services (General Education), addressed the February 26 gathering. Dr. Hermann Cooper, executive dean for teacher education of the State University, spoke on the following day. Dr. Knox challenged the school people to find in instructional tele-



BONES are the subject of the biology lesson taught before the camera by Alan Chasnov of Levittown Public Schools.

vision ways to improve the quality and broaden the scope of education. Dr. Cooper spoke particularly of the teacher-training aspects of television and pointed out that because good television technique requires more careful preparation it helps teachers to do a better job of instructing.

Following the luncheon the guests visited Richardson Hall to inspect the equipment there — cameras, television receivers, microphones and two-way audio system in nine viewing rooms, a studio and three originating classrooms.

Foundation Grants

New York State colleges and universities receiving grants from the National Science Foundation to support summer institutes for college and high school teachers of science and mathematics are Cornell University, University of Rochester, Columbia University Teachers College, State University Teachers College at Oneonta, University of Buffalo and Clarkson College of Technology. Details of the program, which covers tuition and fees and pays additional stipends directly to participating teachers, were reported on page 258 of the March issue of the BULLETIN TO THE SCHOOLS.

New Central District

The Centereach-Selden Central School District was approved by vote on March 4. The new district is laid out in the territory comprising Union Free School District No. 11, Town of Brookhaven, Suffolk County. This is the 496th central district formed in the State but the 490th operating central district because of recentralization occurring among the districts already organized.

ASSOCIATE IN CITIZENSHIP EDUCATION

Performs field and officework in supervision and improvement of citizenship education in the schools of the State. Salary $6,890–$8,370

* * *

ASSISTANT EXAMINATIONS EDITOR

Edits Regents examinations and other examinations given by the State Education Department, reviews examinations for English usage, accuracy, clarity and adherence to the principles of test construction. Salary $4,030–$5,020

* * *

FIELD REPRESENTATIVE (INTERCULTURAL EDUCATION)

Works with foreign language groups to promote their educational development and participation in community life, meets with representatives of foreign language groups, organizes neighborhood and civic councils and consults with local social and educational agencies to encourage maximum use of community resources. Salary $5,660–$6,940

* * *

At present there is one vacancy in the State Education Department, Albany, in each of the titles listed above. Applications accepted to April 26. Examinations May 25. For more complete information, application forms and examination announcements, write to Examinations Division, State Civil Service Department, 39 Columbia St., Albany 7.

Change of Bureau Title

The Board of Regents on March 1 approved a change in the title of the Bureau of Professional Examinations and Registration to the Bureau of Professional Licensing Services. It was explained that the new title suggests more effectively the broad scope of Bureau activities including services to prospective licensees, professional schools, law enforcement agencies and other individuals and institutions concerned with the professions. The new title also attempts to recognize the increasing significance of professional licensing services in our society.

New Bureau for Teacher Education

TO PROVIDE THE BEST POSSIBLE SERVICES to officials of teacher education institutions, to school administrators and to teachers throughout the State, the Board of Regents at its meeting March 1 approved the establishment of a Bureau of Teacher Education and Certification in the State Education Department.

The new Bureau combines the responsibilities and functions previously carried on separately by an associate in teacher education and the Office of Teacher Certification. The reorganization brings together in closer relationship the persons concerned with these important areas, which are under the general supervision of the Assistant Commissioner for Higher Education.

Present enrollment trends indicate an increase of number of students in the public schools of the State from approximately 2.4 million in 1955–56 to 3.2 million by 1964–65. It is expected that this will require a total teaching staff in the public schools of the State from 97,000 in 1955–56 to about 121,000 by 1964–65. The new Bureau will provide coordinated services to public and private institutions in the area of teacher preparation and to graduates of these programs as well as to other teachers in the area of certification.

The reorganization is in keeping with a recent recommendation of the Council of Chief State School Officers to the effect that a single unit within an education department should be responsible for both teacher certification and approval of teacher preparation programs.

Chief of the new Bureau is William P. Viall, who has been serving since 1951 as associate in teacher certification. Dr. Viall came to the State Eucation Department in 1950 as associate education supervisor in the Division of Higher Education. Prior to this appointment he had been director of elementary education in the State Education Department, Concord, N. H. He previously was director of demonstration schools and student teaching at State Teachers College, Plymouth, N. H., and taught at New York State University Teachers College at Oneonta.

Dr. William P. Viall

Graduated from State University College for Teachers at Albany with a bachelor of science degree, Dr. Viall received the degrees of master of arts and doctor of education from Teachers College, Columbia University.

Mathematics Teachers Voted Charter

THE ASSOCIATION OF MATHEMATICS Teachers of New York State, the largest such organization in the United States, was granted an absolute charter by the Board of Regents at its meeting March 1.

Organized seven years ago, the association has grown to a membership of about 1,560. Purposes for which the corporation is formed are to insure better coordination of all activities of mathematics groups in the State and to afford a medium of exchange of views regarding the teaching of mathematics. The group also hopes to further the cooperative study of problems relating to the teaching of mathematics at the elementary, junior high school, senior high school and college levels and to encourage active interest in mathematics and mathematics education.

The provisional charter granted to Livingston Manor Free Library, Sullivan County, in 1938 and extended from time to time by the Board of Regents, was made absolute.

The Board of Regents approved a five-year extension of the provisional charters of the following libraries: Clarence Free Library, Erie County; Hannibal Free Library, Oswego County; Jordan Free Library, Onondaga County; Keene Public Library, Essex County; Morrisville Library, Madison County, and Poolville Community Library, Madison County.

The provisional charter granted to The Hewlett School of East Islip, Suffolk County, in 1952, was extended for a period of three years from October 23, 1957.

A provisional charter, valid for five years, was granted the Hammond Museum, North Salem, Westchester County. The museum will make available to the public works of art, creative handiwork, antiques

AT WORK, members of the Board of Regents in the Regents Room in the State Education Building. Clockwise, beginning at left: Regents Brosnan, Couper and Hurd, Commissioner Allen, Regents Millard, Hubbell, Allan, Holtzmann and Maurillo, and Vice Chancellor Straus

and other artistic and educational objects and will conduct concerts, dramatic performances and other projects for the enlightenment and education of the general public. Founder of the museum is Natalie Hays Hammond, daughter of the late John Hays Hammond, one time Ambassador to the Court of St. James. She is an author and illustrator in her own right.

A provisional charter, valid for three years, was granted to The Highland School, Inc., Jamaica Estates, Queens County, to operate a nonsectarian elementary, secondary and college preparatory school, including a nursery school and kindergarten.

The Board of Regents granted a provisional charter, valid for five years, to The Solomon Schecter School of Queens, Rego Park, Queens County, to operate a private school, kindergarten and grades 1–8.

Somers Library Association, Westchester County, was granted a provisional charter, valid for five years.

The Regents approved cancellation of the charter of The Oxford Extension School of Piano Playing, New York City, granted provisionally in 1935 and made absolute in 1943.

The Regents approved an amendment to the charter of New York Institute of Technology, Brooklyn, provisionally granted in 1955, providing for the establishment of an institution of higher education at the junior college level with authorization to conduct courses of study leading to the degree of associate in applied science (A.A.S.).

Regents Approve Four New Bond Issues

THE BOARD OF REGENTS AT ITS MEETING March 1 approved four bond issues for constructing and equipping new school buildings and for constructing and equipping an elementary school gymnasium. The bond issues approved total $8,073,500.

Action was taken in accordance with the requirement of the local Finance Law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost would bring the bonded indebtedness above 10 percent of the valuation of the district's real property. The State Constitution, as well as the Local Finance Law, requires the consent of the Regents in the case of city school districts.

The issues approved include the following:

City School District of the City of Glens Falls, Warren County, an issue of $285,000 to construct and equip an addition to an elementary school; an issue of $700,000 to construct and equip a new K-6 elementary school; an issue of $40,000 for funding capital note issued to finance acquisition of land; an issue of $48,000 for funding capital note to finance reconstruction of the electric system in the junior high school; total, $1,073,000 (consent granted pursuant to the State Constitution and Local Finance Law)

Canastota Central School District, Towns of Lenox, Lincoln, Fenner, Sullivan, Smithfield and Oneida, Madison County, an issue of $240,000 to construct and equip a classroom addition to the school (consent granted pursuant to the State Constitution and Local Finance Law since district extends into City of Oneida)

Greene Central School District, Towns of Greene, Smithville, Coventry, Oxford, German and McDonough, Chenango County, Triangle and Barker, Broome County, and Willet, Cortland County, an issue of $100,000 to construct and equip an elementary school gymnasium; an issue of $700,000 to construct and equip a junior high school; total, $800,000

Union Free School District No. 3, Town of Babylon, Suffolk County (North Babylon), an issue of $35,500 to acquire a site; an issue of $5,925,000 to construct and equip a junior and senior high school; total, $5,960,500

OTHER END OF THE TABLE of the Board of Regents at work. Clockwise, beginning at left: Regents Holtzmann and Maurillo, Vice Chancellor Straus; standing, Commissioner Allen; seated, Chancellor Myers, Chancellor Emeritus Wallin, Regents Gannett and Brosnan

Loan of Historic Documents Approved

THE BOARD OF REGENTS AT ITS MEETING March 1 authorized the State Librarian to lend the original manuscript of the Flushing Remonstrance and related documents for a series of exhibits beginning in April at the New York Public Library and later at the New York City Hall, the Queens College Library and the Queens Borough Public Library, Flushing Branch.

The exhibition celebrates the 300th anniversary year for the Flushing Remonstrance, dated December 27, 1657, one of the cornerstone documents of religious freedom. The Remonstrance was a protest by the freeholders of Flushing and Jamaica, Long Island, living under the rule of the Dutch, to Governor Peter Stuyvesant, because he had forbidden Quakers living among them to hold religious meetings. This was a violation by the Dutch Governor of the Flushing Charter of 1645 which guaranteed freedom of religion to all the inhabitants of the settlements.

Arrangements for exhibiting the Flushing Remonstrance, together with the Censure of Governor Peter Stuyvesant and other related documents which were on the New York State Freedom Train, are being made with the Joint Legislative Committee for the Celebration of the Flushing Remonstrance

Dropped from Rolls

Four schools dropped from the roll of registered secondary schools by action of the Board of Regents on March 1 were: Murray Hill Vocational High School, New York City; Ursuline Academy of the Sacred Heart, Middletown; Conifer Union School, Conifer, and Raquette Lake Union School, Raquette Lake.

Presenting New Members of Board of Regents

Regent Chester H. Lang

Regent Everett J. Penny

One-Year College Program

The Board of Regents on March 1 approved an amendment to the Regulations of the Commissioner of Education providing for official recognition of a one-year postsecondary curriculum in junior-college-level institutions. The amendment provides that registered one-year curriculums shall require for a diploma of graduation the successful completion of at least 30 semester hours, or the equivalent. In approving the amendment the Board of Regents recognizes the increasing differences of interests and needs of high school graduates as well as the needs of industry and business for certain technicians who can be effectively prepared for entry-level positions by study of a one-year postsecondary curriculum.

Approve Grant of Degree

The Board of Regents at its meeting March 1 granted to the Board of Higher Education of the City of New York authority to grant the degree of master of science by Hunter College of the City of New York to students completing the curriculum in nutrition approved for that degree.

Admitted to University

The Board of Regents March 1 admitted to The University of the State of New York St. Helena's High School, New York City, as of high school grade.

'Open House' on Wheels Aids Program

A PROBLEM THAT CONSTANTLY PLAGUES directors of adult education is how best to interpret their programs to the people in the community.

Raymond Belanger, director of adult education for the Mount Kisco Central School District, has come up with a novel answer to this perplexing problem. He borrowed a 40-foot house trailer from a local concern, loaded it with exhibits from his adult program, hooked on his trusty jeep and proceeded to tour the district with his traveling "open house." The various displays reflected the activities of the Mount Kisco program, giving the viewers a comprehensive picture of the opportu-

LOOKING OVER course offerings in the Mount Kisco adult education program are Raymond S. Belanger, director of adult education at Mount Kisco Central School, and a visitor to the traveling "open house."

"OPEN HOUSE" on wheels for the Mount Kisco adult education program which carries the message of this activity to the residents of the area

HANDWORK of the Mount Kisco residents, who take advantage of the adult education program being carried on there, displayed in the house trailer

nities available to them through the public school adult education program.

More than 2,500 persons visited the exhibit and saw how adult education could help them become better citizens, parents, workers and individuals. Active members in the program were on hand to explain the exhibits and to answer questions. Visitors were asked to fill out a short questionnaire to determine additional needs, so that the information could be used by Mr. Belanger and his Citizens Advisory Committee in planning programs for the future.

This unusual and effective venture proves the mobility of adult education in New York State. As Mr. Belanger toured the district he is credited with doing a real job of educating adults about adult education. He further proved again that educational opportunities need not be confined to the four walls of educational institutions but, of necessity, many times must be taken to adults on their own ground and at their convenience.

Change School Names

The Board of Regents approved on March 1 a change of names for the following schools: Hurlbut W. Smith Technical School, Syracuse, to Hurlbut W. Smith Technical and Industrial High School; Holy Trinity High School, Brooklyn, to Most Holy Trinity High School; Katonah High School, Katonah, to John Jay High School, Cross River, and Onondaga Free Academy, Syracuse, to Onondaga Valley Academy.

100,000 Adults Study Civic Problems

By
TOM MCLERNON
Associate in Adult Education

LAST YEAR 700,000 NEW YORK STATE adults attended public school. State-aided classes in all areas common to adult education. This figure amply demonstrates the ability of adult education to provide opportunities appropriate to the educational needs of individuals.

In addition to courses for individuals, adult education is equally capable of including in the curriculum the study of issues important to the total community. The fact that 100,000 adults annually enroll in civic education courses demonstrates that alert and information-seeking adults appreciate the opportunity of participating in classes, discussions, institutes, seminars and forums, to study problems of public importance.

The following facts and figures have been taken from the 1955–56 annual reports of adult education programs in New York State as evidence of people's interest in courses of study where society, rather than the individual, becomes the direct beneficiary of adult education.

126 adult groups participated in the study of community problems.
56 adult groups engaged in the study of important national issues.
111 adult groups gave attention to international problems.
54 adult groups concerned themselves with the study of government.
33 adult groups studied the responsibilities and skills of citizenship.
68 adult groups chose to become better informed about the cost, characteristics and quality of public education.
130 adult groups studied the human and social sciences.
188 adult groups engaged in Civil Defense activities.

Whenever adult education includes in its curriculum the subject matter necessary to cope with public problems of the community, State, Nation and world, it must move beyond the classroom and apply a variety of methods through which adults may study, discuss and learn. In this kind of study, the Bureau of Adult Education has encouraged local directors of adult education to concentrate and intensify instruction through all-day institutes, seminars and conferences.

Recently in two separate locations in New York State, directors have used the concentrated study method to explore important issues.

On January 19, 1957, a Mid-East Institute was cooperatively sponsored by the adult education departments of Corinth, South Glens Falls and Warrensburg schools.

The institute was planned by a committee of local citizens and teachers. Harold Vaughn, director of adult education of the Corinth, South Glens Falls schools, and William Mallery, director of adult education at Warrensburg Central School, aided the planning committee and coordinated the entire program.

The institute was divided into four consecutive sessions, held in the afternoon and evening, with local citizens serving as chairmen. The lecture method of instruction was used, followed by a question and answer period which furnished the opportunity for audience participation. The specific purpose of each session was to present an expert on the Arab-Israeli situation. At one session movies and slides were used to furnish background material for those participating and to give variety to the instruction. In the afternoon and evening sessions over 200 citizens from the three communities took part, gaining knowledge, insight and understanding of the problems.

Letters of congratulations were received from President Dwight D. Eisenhower, Dr. James E. Allen, Jr., Commissioner of Education, and United States Senator Jacob Javits.

Commissioner Allen wrote:

> **One of the primary tasks of adult education is that of helping the adult in these times understand the problems of the world about him. I am exceedingly proud of the fact your schools and other public school adult programs in New York State place great value upon civic education.**

The second instance of the concentrated study method was quite different.

Area leaders of the Niagara Falls community felt grave concern for the many and complex problems resulting from the rapid expansion of this metropolitan area. To explore and study the problems, a committee of citizens, the Adult Education Advisory Committee, and the adult education division of the Niagara Falls Board of Education planned a three-day seminar on the "Orderly Development of the Niagara Community."

Weldon R. Oliver, director of adult education for Niagara Falls, who coordinated the seminar, stated the planning committee's intentions as follows:

> **Our approach to the problem of an orderly development of the urban community of Niagara Falls and the suburban communities adjoining it as part of the Niagara area is educational only and nothing else. It is our feeling that a distinct service will be rendered to those in the Niagara area having major responsibility for planning such a development by providing an outstanding laboratory situation in which to gain factual knowledge and material and, at the same time, to establish through the medium of the residential institute a favorable climate of understanding in which those holding differing and even conflicting points of view may be brought together for a healthy interchange of ideas and opinions.**

In order to get a more objective viewpoint of their own problems, the 47 area leaders — bankers, businessmen, educators, industrial managers, political leaders and professional men participating in the seminar decided it should be held in Scarborough, Ontario. By placing distance between themselves and their local problems, they were able to add perspective and clarity to their thinking.

Being away from the work-a-day cares and obligations for three days made it possible for the participants to focus full attention on the problems at hand.

A variety of teaching methods was used to explore and study problems of assessment, water supply, sewage, roads, transportation, education, health and welfare, administration of justice, housing, parks, civil defense and finances. To add even more variety to the lecture, panel, group discussion and forum methods of instruction, field trips were taken to nearby Toronto, which served as a laboratory for study and observation of successful community planning in an urban area.

No problems were solved, nor were they intended to be, as a result of this seminar. But the bringing together of interested citizens to study community problems, with the community the primary beneficiary, is a giant step in man's concern for the society in which he lives.

The Bureau of Adult Education praises the success of the efforts described. These two instances are prime examples that such activities can be successful regardless of community size, location or scope of problems. Similar activities are being carried out in many New York State communities and can be done in many more if directors of adult education and other school authorities will recognize the value of such activities. The primary purpose of uninterrupted, concentrated study is to add depth to real, live, human problems not to be reached in the usual classroom situation. The ingredients for success are initiative coupled with enthusiastic adults who appreciate the opportunity for continuous educational growth.

Dr. Tolman, Long in Education, Dies

A LIFE DEVOTED TO ASSISTING HIS FELlowmen in the pursuit of intellectual growth ended on February 22, 1957, in the death of Dr. Frank L. Tolman, retired Director of the Division of Adult Education and Library Extension in the State Education Department. He had been on the staff of the Department from 1906 through 1946.

As president of the State Civil Service Employees Association from 1945 until 1950 he also served his fellow workers throughout State service in attaining improved salaries on a fixed increment basis. After his retirement from State service he became a member of the Merit Award Board in the Civil Service Department, further stimulating and rewarding State workers to develop ideas for more efficient and otherwise improved service to the State.

Dr. Frank L. Tolman

Dr. Tolman was born in Chicago in 1877. There he attended the Lewis Institute and the University of Chicago, from which latter he was graduated in 1899 with the degree of bachelor of philosophy. He took graduate work at the university for the next two years and became assistant in charge of the loan department of the university library until 1905, when he became reference librarian. In 1906 he joined the New York State Library as reference librarian. He was also instructor in the New York State Library School from 1919 until 1926. He was professor of library economy at the University of Michigan summer sessions of 1925 and 1926. During the first World War he was librarian at Camp Upton.

In his 20 years as reference librarian in the New York State Library, Dr. Tolman had much to do with building up the collections of the old State Library into one of the great American reference libraries. Much of his effort was lost in the Capitol fire of 1911 and he spent a great deal of time following this in rebuilding the collections.

Recognition of his contributions came on June 20, 1927, when the then New York State College for Teachers at Albany awarded him the honorary degree of doctor of pedagogy. Four years later he was elected president of the New York Library Association.

He was appointed Director of the Division of Library Extension effective January 15, 1927. Most of the libraries of the State and especially the smaller ones have benefited from Dr. Tolman's work in the field of library extension. He helped to make possible the supplying of books from the State Library which were otherwise unavailable in the remoter areas of the State. On March 31 of the same year he was appointed by the Board of Regents

as a member of the committee on the certification of librarians. In 1937 his division was enlarged to include the field of adult education.

He was active in the Civil Service Employees Association many years before his election as its president in 1945. He continued to serve in this capacity even after his retirement from State service. He served on the Merit Award Board until November 1956.

A resident of Slingerlands, an Albany suburb, Dr. Tolman was instrumental in establishing the Bethlehem Central School District and was former chairman of the board of education there. He found time in the late 30's to serve as president of the Albany Philosophical Society.

Surviving him are two sons, Leland L. Tolman and Mason Tolman, and a daughter, Edith E. Tolman. Mason Tolman is an associate librarian in charge of general reference in the New York State Library. Also surviving is a sister, Julia R. Tolman of Kansas City. He was the husband of the late Mrs. Hope Mason Tolman and the father of the late Anne E. Tolman.

Gov. Smith's Views on Education in 1919

THE PROBLEMS OF TEACHER SHORTAGES, inadequate pay and the higher standards of qualifications for teachers were urgent issues in New York State 38 years ago even as they are today. This is revealed in the May 1919 issue of THE BULLETIN TO THE SCHOOLS which recently came to hand.

In approving a bill for increased salaries for teachers, the late Governor Alfred E. Smith justified his action with comments quite as appropriate today. He wrote: "The efficiency of the school cannot rise above the standard of qualifications set for the teaching service. To bring this about the teachers should be adequately paid and fairly pensioned. I strongly recommend that whatever curtailment may be necessary elsewhere, full and adequate provision be made for the education and training of our children."

On the teacher shortage he commented: "This presents a serious situation and one that the State itself must deal with. It is a narrow-minded statesman who thinks only of the day he lives in. If our common school system is to be maintained in the degree of efficiency that the greatness of the State suggests, we must build for the future. By this bill we are attracting to the school service the best talent the State can secure."

Governor Smith added: "I have yet to meet the taxpayer who would admit that the education of our children should not be put above a mere matter of dollars and cents. . . The public schools must be adequately supported if they are to remain the bulwark of the Nation and their success is dependent upon the number and ability of our teachers."

There were differences, however. The salary law approved in 1919 affected 53,000 school teachers and established these minimum salaries for teachers in cities other than New York City: first-class cities: elementary schools, $800; high schools, $1,200; second-class cities: elementary schools, $800; high schools, $1,000; third-class cities: elementary schools, $720; high schools, $840.

Historical TV Series Starts on April 30

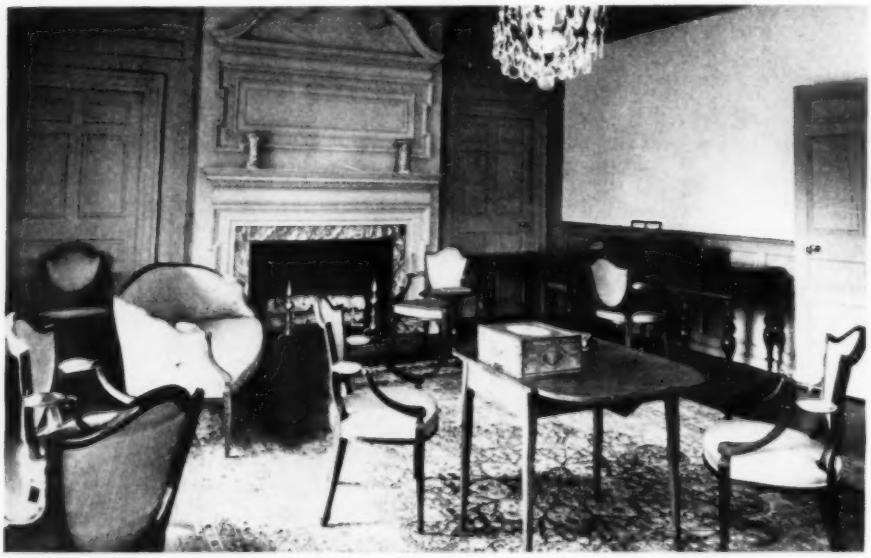
By
ALBERT B. COREY
State Historian

A NEW SIX-PROGRAM TELEVISION SERIES entitled "History in the Empire State" will be presented this spring by members of the Division of Archives and History of the State Education Department and staff personnel from the historic sites.

Sponsored by the Mohawk-Hudson Council on Educational Television, this weekly television series, designed especially for school viewing, will be presented over WRGB (Channel 6) Schenectady, each Tuesday from 11 to 11:30 a.m. Beginning April 30, the programs will continue through June 4. Although especially aimed at students in junior and senior high school, it is hoped that "History in the Empire State" will appeal to a wide range of interests and grade levels, as well as to adult viewers.

Each program in the series will feature a subject taken from our State's history. The individual programs will not be based upon specific units of study in the various conventional fields of subject matter, but rather, the effort will be to make each program a self-sufficient entity on a significant topic in American history.

This series is designed to bring living



HAMILTON ROOM at Schuyler Mansion in Albany. In 1780 this south drawing room witnessed the marriage of Elizabeth Schuyler and Alexander Hamilton. Called the Hamilton Room now, it will be a mecca this summer during the Hamilton Bicentennial Celebration.

American history into classrooms, and teacher suggestions to help make such a series a more effective teaching tool will be welcomed.

The program dates and topics are:

April 30

FEDERAL ALBANY. A city alive with important people, burgeoning with new political theories, plans for economic expansion and "canal" talk — one of the most important towns in the new Nation — will be portrayed. The ideas of Chancellor James Kent, Philip Schuyler, Alexander Hamilton and Elkanah Watson will be discussed.

May 7

NEW YORK ON CANVAS. This program will show the treatment of New York State scenes by artists from early to recent times. It will illustrate scenes, places and events throughout the State that have inspired painters in oil. It will also show changes in style as interpreted by romantic and realistic painters. In addition to the many masterpieces of art that have originated in New York State, the program will also show scenes by local folk artists.

May 14

FORT ONTARIO. The story of a fort and its restoration. This fortification at the mouth of the Oswego River — one of the most historic spots on the North American Continent — has been a sentinel of the St. Lawrence — Great Lakes seaway since its building in 1755 during the French and Indian Wars. The story of its continued use for 200 years, restoration by the State Education Department as an historic site and its economic importance to the present thriving city of Oswego will be told.

May 21

TRYON COUNTY IN THE AMERICAN REVOLUTION. This county, one of the largest in the Province of New York, was fated to play a vital role in the American colonial struggle for independence. Brigadier General Nicholas Herkimer, whose Mohawk Valley home the State maintains today as one of its historic sites, repelled the invasion led by the British Colonel St. Leger and his Indian allies at the famous battle of Oriskany. This story and that of Herkimer's fatal wound received in the battle will be told.

May 28

WASHINGTON'S HEADQUARTERS, NEWBURGH. Fearful to disband before notification of the formal signing of the Treaty of Peace with Great Britain after the Revolutionary War, the Continental Army was encamped in the Highlands of the Hudson in 1782 and 1783. General Washington was domiciled in the venerable Hasbrouck House now known as Washington's Headquarters. This program will explain what troops composed this last encampment and how they were supplied and paid. It will also discuss the general plan of forts, major obstructions and cannon batteries in the Highlands during the war.

June 4

ALEXANDER HAMILTON BICENTENNIAL. The year 1957 marks the 200th anniversary of the birth of Alexander Hamilton. The event is being officially celebrated under an Alexander Hamilton Bicentennial Commission appointed by President Eisenhower. Hamilton, who married one of General Philip Schuyler's daughters, spent much time in Albany and the program will discuss this facet of his life. Our first Secretary of the Treasury must first have discussed with such Albany leaders as James Kent, Philip Schuyler, Samuel Jones and Stephen Van Rensselaer the many ideas he was later able to make part of the new government.

Progress in Physical Education Reported

By
ARTHUR J. MULLER
Associate in Physical Education and Recreation

SINCE THE STATISTICAL SUMMARY OF THE Annual Reports for Health, Physical Education and Recreation for the school year 1955–56 have been distributed to the schools just recently, this might be a good time to look at certain aspects of the physical education programs reported therein in terms of the record of other years.

Relative to the amount of time allocated for class instruction, the average at the 11th grade level for the past school year has been 2.8 periods or 125 minutes a week. Looking back just a short time to the school year 1953–54, we find it to be 2.4 periods or 107 minutes a week. This progress becomes even more significant when we consider that an analysis of city and village school district reports for 1944–45 showed 2 periods and a total of 90 minutes a week to be the average at this particular grade level.

The current report also shows that the school districts providing physical education personnel do so at the ratio of 365 pupils per full-time teaching position. The short term gain here is not too impressive; for example, 439 pupils per position in 1952–53. This probably reflects current shortages in facilities and teacher supply, particularly women teachers. Our present position can be better evaluated, however, when we look at the picture of New York State for some of the earlier years. Computed on the basis of the number of teachers employed as against the number of pupils in average daily attendance, the record shows that in the period 1924–25 there were 1,167 pupils per teacher and 771 pupils per teacher as late as 1934–35.

The provisions being made for physical education in new school construction is most encouraging. In terms of swimming pools it is truly impressive. At the close of the school year 1955–56 there were 82 school-owned indoor swimming pools in operation with an additional 15 indoor pools under construction. This is over and above an additional 30 indoor pools reported as being included in school district building plans but not actually contracted for as of June 30. Again, we have to look back to realize the significance of these figures. At the close of World War II there were not more than 51 school-owned pools in operation. This means that an actual increase of 90 percent has taken place in this short 10-year period. If the 30 pools presently included in building plans are considered, this would represent a gain of 150 percent.

We might further consider that at the beginning of the above-mentioned 10-year period there were not more than four indoor swimming pools in operation outside of those in city school districts. Actually, therefore, there are now 9½ times as many indoor swimming pools in schools outside of cities as there were in 1946. This would seem to be a good indication of the increasing recognition being given to the value of this facility in terms of safety to self and others, physical fitness and recreation.

The progress referred to has been of a quantitative nature and it must be remembered that this in itself does not insure quality programs. Moreover, while we may have come a long way with regard to provisions of this kind, efforts cannot be relaxed. As further gains are made it is of the utmost importance that continuous evaluation be made to determine whether a satisfactory return is being realized relative to the quality of programs and the growth of pupils in terms of the objectives of physical education.

Staff Changes

Recent staff changes in the State Education Department include:

WILFRED L. MORIN resigned as senior library supervisor effective January 29 to accept a position as a library extension specialist in the library services section of the U. S. Office of Education.

FREDERICK J. FICK was permanently promoted as supervisor of school lunch aid effective January 31.

HENRY G. SHEAROUSE, JR., associate library supervisor, was permanently reassigned from the Regional Library Service Center, Watertown, to the Division of Library Extension in Albany effective February 14.

Mrs. Rabe Speaks

Henrietta Rabe, assistant in education for the aging, Bureau of Adult Education, State Education Department, was invited to read a paper at the Seventh Annual Southern Conference on Gerontology. The conference was conducted by the University of Florida at Gainesville March 14–15, on "Services for the Aging and Aged."

Competitive Athletics

Sound policies and procedures to govern competitive athletics for elementary school children is the subject of the *Report on Competitive Athletics* prepared by the Committee on School Health of the American Academy of Pediatrics. Copies of the report are being distributed to school superintendents and teacher education institutions as an aid to the development of educationally sound programs to meet the needs and interests of all children for competitive athletics. The report is strongly endorsed by the New York State Interdepartmental Health Resources Board and recommended by Dr. George H. Grover, Director of the Division of Health, Physical Education and Recreation, State Education Department.

Nursery Schools

(*Concluded from page 269*)

irresponsible institutions that operate in unsafe, unsanitary and crowded quarters with unqualified personnel.

Widespread interest and support in a voluntary registration program has been expressed throughout New York State on the part of individuals and organizations interested in the welfare of children. Educators and lay leaders alike are convinced that registration on a voluntary basis of nursery schools and kindergartens, like the voluntary registration of nonpublic high schools, will be historic in significance, not only for the benefit of children who attend such schools but also for those schools that have always maintained high standards in the early childhood area.

Math Teachers To Meet

The Association of Mathematics Teachers of New York State will hold its seventh annual meeting on May 10 and 11 in Syracuse.

HOMEMAKING EDUCATION

New FHA Adviser

The Board of Education in Syracuse and the Bureau of Home Economics Education, State Education Department, are sponsoring cooperatively a special project to extend leadership for Future Homemakers of America in New York State.

Mrs. Betty Starr, former homemaking teacher, has been appointed as assistant State FHA adviser for this project and will have her office in Syracuse.

The purpose is to (1) strengthen many phases of development of the FHA program through time available to work only on this program; (2) extend the activities and values of FHA to a larger number of youth; (3) release time for the State adviser to devote to the needs of the total homemaking program.

FHA is an activity developed as an integral part of the homemaking education program in the State. Georgiana Marks, associate supervisor in the Bureau of Home Economics Education, is State adviser for FHA.

Change Homemaking Program

The Bureau of Home Economics Education has announced a change in the time required for the vocational homemaking sequence. Effective September 1957, homemaking 3, which is the third course in the sequence, will become a single period instead of a double period course which it has previously been. One unit of credit only will be allowed for this course.

Each course in the vocational homemaking sequence, homemaking 1, homemaking 2 and homemaking 3, will be offered for a single period daily throughout the entire year for one unit each or a total of three units. Homemaking 3 will not be a special interest course but will continue to serve as the third course in the sequence.

In order to help schools adjust to this change and review the total homemaking program as it serves the school, a new bulletin has been prepared and a series of regional conferences is being held this spring.

Summer Training Schools

Training schools for school lunch personnel are being offered at the Nottingham High School, Syracuse, July 8–12, and in the Erie County Technical Institute, Buffalo, July 29–August 2. No more than four persons from one school district and/or one from each school building may be accepted. The two training schools will be conducted by the School Lunch Unit, Bureau of Home Economics Education, State Education Department.

Fish Cookery To Be Shown

The U. S. Department of Interior, Fish and Wildlife Service, will give a series of demonstrations on fish cookery for school lunch personnel in New York State at Boiceville Central School, Onteora, April 1; Hillcrest Junior-Senior High School, Binghamton, April 2; Watkins Glen, April 4; Bloomfield Central School, East Bloomfield, April 5; Kernan School, Utica, April 9; Cobleskill Central School, Cobleskill, April 10; Columbia High School, East Greenbush, April 11.

Public Librarians Exam

The annual New York State public librarians' professional examination has been scheduled this year for Saturday, April 27, 1957. This examination serves to fulfill one of the requirements for public librarians' professional certification and also establishes a list of candidates eligible for entrance-level positions in public libraries in New York State subject to civil service. To be eligible for participation, applicants must have completed, or expect to complete by October 1, five years of college, one of which was devoted to the attainment of a library science degree from an approved library school.

The 1957 examination, jointly sponsored by the New York State Library and the New York Civil Service Department, will be conducted in Albany, Buffalo, New York City and Syracuse. Announcements and application blanks may be obtained from the Division of Library Extension of the New York State Library.

The public librarians certification program in operation in New York State since 1950 represents the most advanced thinking on this subject and is being regarded as a model all over the United States.

Extension Librarians Meet

A meeting of New England and New York extension librarians will be held April 4–6 at Concord, N. H. Workshop groups will consider standards for rural library service and new extension plans made possible through the Federal Library Services Act.

Federal Aid to Libraries

The initial Federal allotment of $40,000 appropriated to each State under the Library Services Act for the improvement of rural library service has been received by the Comptroller's Office, on the basis of a plan submitted by the State Education Department and approved by the U. S. Office of Health, Education and Welfare.

The New York plan calls for the expenditure of money to augment the field advisory staff of the Division of Library Extension, the purchase of a bookmobile for demonstration purposes and the provisions of library materials for the use of rural libraries.

If the full appropriation for the Library Services Act is voted by Congress, New York State will receive $249,152 annually for a five-year period.

South African Visit

Traveling on a grant from the Carnegie Corporation of New York, Mr. and Mrs. H. M. Robinson of South Africa plan to visit the Division of Library Extension of the New York State Library May 22–25.

Mr. Robinson, who is a library organizer for the Transvaal Provincial Library, Pretoria, South Africa, is studying the latest developments in public library services in rural areas.

Mrs. Robinson is interested in hospital library service, especially for spastic children.

Guidance Workshops

The Bureau of Guidance is holding a series of one-day meetings throughout the State this spring on "Guidance in the Junior High School." Meetings are scheduled for New Paltz, Oneonta, Oswego, Cortland, Geneseo, Brockport, Potsdam, Plattsburgh and Sayville. It is anticipated that further workshops of this type will be held in other areas next year.

In the morning session, Bureau of Guidance personnel lead discussions on guidance program objectives and yearly areas of emphasis in a developmental guidance program. In the afternoon, discussion groups exchange ideas on guidance program activities. A final general session considers guidance program planning and coordination.

In outlining and discussing the junior high school guidance program from a developmental point of view, particular emphasis is given to the importance of full discovery of pupil abilities, aptitudes and interests and to greater use of such information by school personnel, parents and the pupil himself in facilitating his maximum development and in projecting his educational plans.

Flannel Board Presentation

Laura Ehman and Georgiana Marks, associate supervisors in the Bureau of Home Economics Education, conducted a flannel board presentation of "The Homemaking Teacher's Use of All-Purpose Facilities" at the midwinter meeting of the Department of Home Economics of the NEA in Atlantic City.

Washington Conference

Bruce E. Shear, Chief of the Bureau of Guidance, attended in Washington the invitational Conference on Youth Training Incentives sponsored by the President's Committee on Government Contracts and the American Personnel and Guidance Association.

The purpose of the conference was to highlight the great need to give more encouragement toward the full development and use of the manpower potential within minority groups.

History Conference

The first College Conference on Teaching New York History will be held in Cooperstown May 3–4. Purpose of the conference is to explore through roundtable discussions the approaches which can be introduced into undergraduate and graduate courses in New York history and the available resources for teaching and research.

The sessions will be held in Fenimore House by invitation of the New York State Historical Association.

Girl Scout Camp Jobs

Summer jobs at camps operated by Girl Scout councils in all parts of the United States are available for teachers. For opportunities near home, candidates should get in touch with the nearest Girl Scout council. For work in other areas, write to Miss Fanchon Hamilton, Recruitment and Referral Adviser, Girl Scout National Headquarters, 155 East 44th Street, New York 17.

(Concluded from back cover)

George M. Wiley, worked as senior clerk in Teacher Certification, was principal clerk in Examinations and Testing and in 1947 became head clerk in Personnel. This varied experience has contributed to her broad overall knowledge of Department programs and policies and enables her to bring to her present position in the Personnel Office a sense of perspective and an understanding which are particularly useful.

Interviewing hopeful job applicants (and sometimes having tactfully to disappoint them), counseling on everything from proper placement of new employees to the retirement plans of older ones, soothing employees' hurt feelings, helping repair damaged egos and advising on a wide variety of personal problems — these are all part of the day's work for Lillian. In almost daily contacts with the Civil Service and other State Departments as well as with individuals and organizations outside of State Government, she has always developed and maintained cordial and increasingly valuable relations for the State Education Department.

Always interested in the Civil Service Employees Association, she has been an able Education Department delegate to the State Convention every year except one since the chapter was organized, and in 1950 was elected vice president of the chapter. She is also an active member of the Department's Council of Women.

Lillian loves people. One of her greatest pleasures is entertaining groups of friends and delighting them with her excellent cakes, brownies and fancy breads. And no packaged baked goods for this accomplished cook!

The dream of an apartment of her own came true a few years ago and the Early American décor which she planned and executed reflects her own warm, friendly temperament and talent as a homemaker. She enjoys music, reading, good television drama and dancing, and leads a pleasant, active social life.

Her brothers and sisters and no less than 12 nieces and nephews ranging in age from 2 to 28 see to it that any free time she may manage to salvage is well occupied. "Most popular aunt" and "babysitter par excellence" can be counted among her titles.

The comment of a Department official admirably sums up our feelings:

> There is no more gracious lady in our Department than Lillian Reeves. This alone would be enough to commend her were it not that she possesses so many other admirable qualities. We like her because she is professionally competent, fair and direct. We like her because she does not avoid the tough decisions despite her obvious sympathetic understanding of individual needs. We like her for herself and because she represents the very best qualities and the highest standards of public service. In short, she is a credit to our Department and to the State.

How Well Do You Know ——— ?

LILLIAN J. REEVES

We are happy to depart from our regular policy and present a sketch of a person whose work is almost wholly within the State Education Department and whose efforts contribute to the smooth functioning of the whole Department. Why Miss Lillian Reeves merited this distinction and why she was chosen as "Miss Stateside" in a contest sponsored by the Albany Times-Union to win a trip to the Caribbean will become evident as you read on.

"ASK LILLIAN REEVES, SHE'LL HELP YOU." THESE ARE MAGIC WORDS IN THE State Education Department. And the complete confidence with which they are so often voiced by staff members high and low indicates the esteem and affection felt for "Miss Stateside."

The disarming, unaffected charm of the head clerk in Personnel, her warmhearted concern for individuals, her generosity of time and effort, her keen intelligence and good judgment have won for her the admiration and respect of all in the Department.

"She has probably contributed more toward good staff relationship and morale than any other single member of the Education Department staff." "Her genius for judging human nature and for suggesting the right people for the right places is unsurpassed." "Never too busy to give her undivided attention and advice." These are only a few of the tributes paid to Lillian Reeves by her fellow workers.

Photo by Ruth Andrus

Lillian J. Reeves

And glamour too! A happy combination of genes . . . mother Irish, father French . . . has produced a thoroughly feminine "Lovely Lady," with expressive brown eyes, a smile that always wins an answering smile, a "Christmas morning look" guaranteed to brighten the day for all who see her. Always well-groomed, more than just pretty, Lillian has that inner radiance given to those who have learned to meet the challenges, difficulties and delights of each day cheerfully, with humor, faith and courage.

An enthusiastic 16-year-old from Troy when she was first appointed as a junior clerk, Lillian has served for 33 years in various offices of the Education Department. Her competence, ability to take responsibility and intense interest in her work have been rewarded by a steady, well-deserved advancement in grade.

After only a year and a half of experience with the Board of Nurse Examiners she was given her first supervisory duties. She handled Regents scholarships in the office of former Associate Commissioner

(Concluded inside back cover)